

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 3:11 PLACE DATE STAMP HERE DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Victoria ISD	235902		
Vendor ID #	ESC Region #	DUNS #	
	3	06-946-8114	
Mailing address	City	State	ZIP Code
102 Profit Drive	Victoria	TX	77901-1759

Primary Contact

First name	M.I.	Last name	Title
Tammy	L	Sestak	Director of Federal Programs
Telephone #	Email address		FAX #
361-788-9294	tammy.sestak@visd.net		361-788-9302

Secondary Contact

First name	M.I.	Last name	Title
Carol		Tippins	Curriculum & Instruction
Telephone #	Email address		FAX #
361-788-2890	carol.tippins@visd.net		361-788-2889

Part 2: Certification and Incorporation

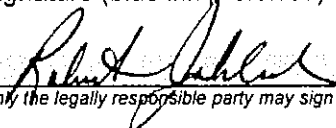
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Robert		Jaklich, Ed D	Superintendent
Telephone #	Email address		FAX #
361-788-9202	robert.jaklich@visd.net		361-788-9643

Signature (blue ink preferred)

Date signed



3/23/16

Only the legally responsible party may sign this application.

701-16-102-129

Schedule #1—General Information (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Victoria Texas is located 30 miles inland from the Gulf of Mexico. The city is a regional hub for a seven-county area known as the "Golden Crescent", and serves a retail trade area of over 250,000 people. Victoria is known as "The Crossroads" because of its location within a two-hour drive of Corpus Christi, Houston, San Antonio, and Austin. According to the 2010 Census reports, Victoria is home to 62,592 residents. 19% of residents living in Victoria are school age children served by the Victoria ISD. 24.3% of the residents under the age of 18 are living in poverty, and only 16.8% of residents age 25 and over have obtained a bachelor's degree of higher. In 2010, median household income was determined to be \$46,745. Victoria ISD currently serves approximately 14,400 students. Over 62% of students in Victoria ISD qualify for free or reduced lunch with multiple campuses having more than 90% of their students qualifying for free or reduced lunch. The campuses included in this grant application have a mobility rate of approximately 25%. The district's attendance rate for the 2013-2014 school year was 94.7%, the graduation rate for the class of 2014 was 88.3%. With a large population of economically disadvantaged, highly mobile and academically fragile students attending school in Victoria ISD, community learning centers will greatly assist at-risk campuses in meeting the unique needs of their students and families.

Victoria ISD is seeking 21st Century Community Learning Center grant funds in order to open six community learning centers to better serve the students and families living in the community's most at-risk areas. The opening of community learning center sites will create a Community of Learning uniting the schools, their students, staff, parents, community agencies and their stakeholders in the quest to achieve student and campus goals that align with campus needs and goals. School administrators, teachers and staff members will work closely with grant staff, including the project director, site coordinators, the family engagement specialist and academic tutors and caregivers to identify specific, targeted areas of focus and design programs to promote student success and family engagement. Students, families and grant staff will engage in targeted goal setting and data tracking as they assume joint responsibility for student success. Special attention will be given to addressing the social emotional needs of students and families to ensure that students enter the classroom ready to learn.

The community learning centers will be opened with the ultimate goals of improving academic performance, attendance, and graduation rates while reducing discipline issues and retention rates. The community learning centers will engage families as true partners and will offer comprehensive family and student services including opportunities for academic enrichment as well as opportunities to participate in youth development activities including counseling programs, art, music and recreation programs, technology education, character education and drug and violence prevention programs. The centers will offer families of the participating students increased opportunities for true engagement in their child's education, family support services and literacy and related educational development opportunities. By creating community learning centers on our campuses, the schools will become the "safe place" for students and families and stronger relationships between the schools, community agencies or partners and families will develop. Having the schools open for family and student services beyond the regular school day and year will assist the district in achieving the Critical Success Factors identified by TEA including: Students' and families' active participation and engagement in learning and students' and families' increased sense of involvement in school.

With this grant award, the targeted campuses will be able to begin new extended day and year programs that have not previously been available. The centers will be open for a minimum of 36 weeks including 30 weeks during the school year and 6 weeks during the summer. All activities will be supplemental in nature, and the program staff members will work closely with existing campus staff to identify areas of focus. Each day will be carefully planned and will include scheduled time for academic instruction, enrichment opportunities, character education and social/emotional development, goal setting /data tracking and family engagement.

Academic performance will be improved by provided extended learning time and high quality, integrated instruction that is planned using detailed data analysis. Ongoing data analysis completed jointly with campus staff will ensure that students are grouped for academic instruction based on their individual needs. Lessons will be innovative and highly engaging, with certified teachers planning and facilitating the learning. Research-based instructional strategies, such as Kagan Learning Structures, 7 Steps to Language Rich Interactive Classrooms, Developing Metacognitive Skills and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

brain-based strategies as outlined in Eric Jensen's *Teaching with Poverty in Mind*, that have proven to be successful for similar learners will be utilized, and all program staff will be trained in the strategies to ensure consistency. Families will be invited to participate in lessons with their students, learning together side-by-side.

Character education and social / emotional instruction will also be a focus of the community learning center sites. To address these critical areas in an effective manner, the sites will utilize the WhyTry curriculum. The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. Through the WhyTry program, social and emotional principles are taught to youth in a way they can understand and remember. WhyTry is based on sound research-based principles, including solution-focused brief therapy, social and emotional intelligence, and multisensory learning. The curriculum utilizes a series of ten visual analogies that teach important life skills such decisions have consequences, dealing with peer pressure, obeying laws and rules and plugging in to support systems.

To increase student interest and motivation in program participation, program staff will seek frequent feedback from students through "Voice and Choice" activities. Based on surveys and student data, program staff will present students with 3-5 choices for upcoming activities. Students will assume the roles of active partners in the learning process by choosing activities that are of greatest interest to them. As activities are completed, students will collect and track their own participation and performance data and will engage in goal setting. As parents participate in program activities, they will also be tracking their participation data and setting goals for increased involvement.

In addition to student voices, the district will utilize the Community Advisory Council to work with staff and parents to review program data and make district wide recommendations for future activities and services. This council will work to bring the community's resources together and offer comprehensive services to all families and students served through the program. Multiple community agencies have committed to strengthening their relationship with the school district and being actively involved at the community learning center sites. Additionally, each site will have an advisory committee to review data, make suggestions and assist in planning to address the unique needs of families served at that site.

Collaborative efforts among families, district and campus staff and community members will result in a true and powerful Community of Learning within Victoria ISD that will change the lives of students and families.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 235902			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$864,096	\$	\$864,096
Schedule #8	Professional and Contracted Services (6200)	6200	\$18,000	\$	\$18,000
Schedule #9	Supplies and Materials (6300)	6300	\$109,810	\$	\$109,810
Schedule #10	Other Operating Costs (6400)	6400	\$92,194	\$	\$92,194
Schedule #11	Capital Outlay (6600)	6600	\$3,900	\$	\$3,900
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,088,000	\$	\$1,088,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,088,000	\$	\$1,088,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,088,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$54,400

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 235902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide		17	\$79,960
3	Tutor		21	\$245,993
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	6		\$300,000
6	Family engagement specialist (required)	1		\$55,000
7	Secretary/administrative assistant	1		\$20,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay (\$90 per day x 10 days x 6 sites)		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$103,143
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$864,096

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 235902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contracts with providers of enrichment services (art, music, etc)	\$18,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$18,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Computers for project director, family engagement specialist, admin asst, (\$1,810) Supplies/materials for family engagement (\$72,000), supplies, materials, technology for student services (\$36,000)	\$109,810
Grand total:		\$109,810

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval: Required training for project director, family engagement specialist (\$6,000) Training for site coordinators (\$9,000), Transportation home from center (\$28,000), facility operating costs (\$49,194)	\$64,194
Grand total:		\$92,194

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 235902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	Furniture for project director, family engagement, admin asst.	3	\$1300	\$3900
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$3900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	199	7.96%	Attendance rate	96.35%
Hispanic	1976	79.10%	Annual dropout rate (Gr 9-12)	NA%
White	309	12.36%	Students taking the ACT and/or SAT	NA%
Asian	14	.58%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged	2111	84.5%	Average ACT score (number value, not a percentage)	NA
Limited English proficient (LEP)	315	12.61%	Students classified as "at risk" per Texas Education Code §29.081(d)	56.65%
Disciplinary placements	22	.88%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	9	5.66%	No degree	3	1.88%
Hispanic	47	29.56%	Bachelor's degree	140	88.05%
White	102	64.15%	Master's degree	17	10.69%
Asian	1	.63%	Doctorate	0	0%
1-5 years exp.	64	40.31%	Avg. salary, 1-5 years exp.	43,662	N/A
6-10 years exp.	27	17.05%	Avg. salary, 6-10 years exp.	45,107	N/A
11-20 years exp.	41	25.58%	Avg. salary, 11-20 years exp.	47,578	N/A
Over 20 years exp.	27	17.05%	Avg. salary, over 20 years exp.	55,001	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	253	386	406	390	364	371	328	0	0	0	0	0	0	0	2,495
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	253	386	406	390	364	371	328	0	0	0	0	0	0	0	2,495

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

VISD staff, parents, students and community members have engaged in a community needs assessment including data analysis, root cause determination, goal setting and improvement planning. Key stakeholders involved included district and campus administrators, parent liaisons, parents and community members and organizations. Resources utilized to conduct the community needs assessments included: census data, poverty data, current campus performance data, enrollment and attendance data, discipline data, extended day participation data, survey results, parent engagement data and community agency referral data. Input was gathered from stakeholders through face-to-face meetings as well as phone calls and email.

Initial steps in the needs assessment process including identifying campuses to be served through the 21st Century Community Learning Centers grant. In making this determination, the team identified campuses currently serving a large (more than 75%) economically disadvantaged population and identified as Improvement Required or Formerly IR as well as campuses serving more than 75% economically disadvantaged students who have shown significant declines in student performance in recent years. Additionally, the team identified campuses serving neighborhoods with high levels of poverty according to the latest census report and free/reduced lunch data. The team then prioritized to identify campuses who had needs aligned to the goals and objectives of the 21st Century Community Learning Centers grant who were not currently receiving significant grant funding such as TTIPS. Through this process the team identified the following school wide Title I campuses as community learning center sites: FW Gross Elementary, Guadalupe Elementary, Hopkins Elementary, Smith Elementary, Rowland Elementary and O'Connor Elementary.

Throughout the data gathering and analysis process, the team created data statements to identify areas of concern and possible focus for the grant program. The team focused on identifying the areas exhibiting the largest gaps between current performance and desired results. The team also looked at the areas in which the largest gaps between individual campus data, district data and state data existed. Additionally, the team aligned the data statements to the goals and objectives of the grant program. For each data statement, the team considered the needs of families as directly related to that particular statement. For example, if a data statement focused on low reading performance, the team identified supports and resources needed by families to assist in addressing the problem area.

After areas of focus were identified, the team engaged in root cause analysis to identify the underlying basic reasons for each deficit. The root cause analysis was conducted to ensure that possible intervention strategies and action plans address the underlying problem rather than symptoms of a larger problem. Conducting a root-cause analysis required "drilling down" to identify the problem contributing to each prioritized need. Groups used activities such as the 5 Whys to dig deep and develop collective ownership of the identified gaps and problems. During this step, the impact of family engagement on each focus area was considered. The team worked to identify how family engagement levels connect to the root cause and impact the data.

After identifying root causes, the team worked to identify which needs must be addressed systemically before addressing isolated problems or areas of focus. Prioritizing needs based on the root-cause analysis is a critical step because it brings logic and focus to addressing problems in a coherent order to enhance the impact of the final plan and ensure commitment to the program's mission and vision. During this process, the team worked to identify the root causes which, if successfully addressed, would have the largest positive impact on student performance at each campus.

As the team worked through the needs assessment process and began identifying grant activities to address each area of concern, they ensured that family needs, including the needs of working families, were considered and addressed. Plans were created to ensure multiple, flexible family engagement opportunities to meet the needs of working families. Also, activities were designed to actively engage parents and guardians in addressing each area of identified need in a holistic manner including family education and involvement. The team also included strategies to actively involve families in monitoring student, campus and district progress toward meeting goals.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Improve academic performance in reading. (Academic Performance/Grade Promotion Rates)</p> <p>(Data Statement: Less than 60% of students on identified campuses achieved satisfactory performance level on 2015 STAAR Reading; less than 10% of students achieved advanced level on 2015 STAAR Reading)</p>	<p>Collaborate with campus instructional coach and teachers to provide extensive extended day and summer support in reading development targeting oral language and vocabulary development, decoding and fluency skills, comprehension strategies and reading application. Provide literacy support sessions to families and create book swap program for families. Utilize reading buddies and tech programs to encourage reading. Implement 30 for 30 swap to encourage reading over television and video games. Host family sessions before school and after program hours to accommodate working families.</p>
2.	<p>Improve academic performance in math and science. (Academic Performance/Grade Promotion Rates)</p> <p>(Data Statement: Approximately 52% of students scored satisfactory level on 2015 STAAR Science and Math assessments with less than 2% scoring at advanced level on science assessment.)</p>	<p>Work with campus staff to design hands on math and science activities to supplement regular instruction. Utilize community resources to provide on-site, virtual and off-site learning experiences correlated to science and math standards. Host family engagement sessions to create at-home support materials and resources. Provide financial literacy sessions for families. Host family sessions before school and after program hours to accommodate working families.</p>
3.	<p>Provide social and emotional support and education to improve behavior and performance of students with repeated discipline issues. (Positive Behavior)</p> <p>(Data Statement: Approximately 60% of discipline referrals are generated by approximately 8% of students.)</p>	<p>Utilize site coordinator, family engagement specialist and counselors to provide direct instruction and support in character and behavioral education including coping skills, replacement behaviors and positive behavior techniques. Utilize programs such as Ripple Effect or Why Try? to teach appropriate behavioral skills. Make referrals to community agencies as needed. Host parent support sessions or individual mtgs related to behavioral support.</p>
4.	<p>Reduce number of students with excessive absences. (School Day Attendance)</p> <p>(Data Statement: Approximately 7% of students from the targeted campuses have missed more than 10% of the school year and have an individual attendance rate less than 90%. Three of the targeted campuses have more than 40 students on the excessive absence list.)</p>	<p>The program site coordinator and family engagement specialists will work closely with campus parent liaisons to ensure that all families of students with excessive absences participate in family sessions on the importance and benefits of school attendance. Program staff will work with students and families to track school and program attendance and to identify correlations with attendance and academic success.</p>
5.	<p>Increase post-secondary readiness as measured by STAAR assessment. (Graduation Rates)</p> <p>(Data Statement: Approximately 16% of students met post-secondary readiness standard as measured by 2015 STAAR.)</p>	<p>Provide extra-curricular enrichment opportunities such as fine arts, athletics, health, etc. Plan career exploration activities and create career maps and goals with students and parents. Host family engagement sessions focused on preparing for successful careers and understanding course offerings in middle school and high school.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	M ED in Education, Social Work or related field Leadership Experience in education or social service field Knowledge of program objectives and budget management
2.	Site Coordinator(s)	Bachelor's degree in education, social work or related field Ability to plan, implement and manage day to day operations of center Skill in evaluating program implementation & making adjustments needed to ensure success
3.	Family Engagement Specialist	Bachelor's degree in social work, education or related field Bilingual preferred Experience working with at-risk students and/or families and ability to lead parent sessions
4.	Academic Tutors & Enrichment Instructors	Tutors: Knowledge of curriculum and instructional strategies; Teacher Certification preferred Instructors: Experience working with students (educational setting preferred) Ability to engage students and implement positive behavior support strategies
5.	Enrichment Providers/Caregiver	Experience working with children, Interest and expertise in an area of enrichment such as art, music, athletics, etc.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance in reading.	1. Recruit & train staff in targeted instructional strategies.	08/01/2016	06/15/2017
		2. Create mobile library, book swap and resource center.	08/01/2016	07/28/2017
		3. Provided extended day instruction.	09/06/2016	07/28/2017
		4. Host literacy sessions for families.	10/01/2016	07/15/2017
		5. Provide summer program (4 days x 4 hrs x 6 wks)	06/12/2016	07/28/2017
2.	Improve academic performance in math and science.	1. Provide extended day & summer instruction.	09/07/2017	07/2/2017
		2. Complete on-site, virtual & off-site experiences.	10/01/2016	07/28/2017
		3. Offer family financial literacy classes.	11/01/2016	12/16/2017
		4. Create at-home practice materials with parents.	10/01/2016	07/28/2017
		5. Utilize tech tools to fill learning gaps.	09/07/2016	07/28/2017
3.	Provide social/emotional support and instruction to improve behavior.	1. Secure character ed and counseling curriculums.	08/01/2016	09/01/2016
		2. Implement character education program.	09/06/2016	07/28/2017
		3. Provide one-on-one or small group instruction.	09/21/2016	07/28/2017
		4. Collaborate with community agencies.	08/01/2016	07/28/2017
		5. Create parent advisory –identify & plan family sessions.	09/15/2016	07/28/2017
4.	Reduce number of students with excessive absences (more than 10% absent).	1. Host family sessions on value of attendance.	08/01/2016	10/01/2016
		2. Identify and recruit excessive absence students.	08/01/2016	07/28/2017
		3. Implement tracking system to be used by families.	09/06/2016	07/28/2017
		4. Provide individualized family support as needed.	09/06/2016	07/28/2017
		5. Utilize advisory team to plan family supports.	10/01/2016	05/28/2017
5.	Increase post-secondary readiness as measured by STAAR.	1. Offer enrichment in fine arts, athletics, health, etc.	09/06/2016	07/28/2017
		2. Implement career exploration activities.	01/09/2017	07/28/2017
		3. Create career and educational maps.	01/09/2017	07/28/2017
		4. Host family sessions focused on career & ed plans.	01/09/2017	07/28/2017
		5. Offer accelerated instruction in core content areas.	09/06/2016	07/28/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Victoria ISD engages in setting annual goals aligned to each identified need and root cause. For each annual goal, quarterly goals are identified which, when achieved, will lead to attainment of the annual goal. Progress toward attainment of goals and objectives is monitored on a continuous basis with formal reviews quarterly. Data is constantly being collected, analyzed and used to adjust implementation of program initiatives. During the formal quarterly reviews, each campus's leadership team, consisting of administrators, teachers, parents and community members, reviews the most current data and determines whether the campus is on track to meet their annual goal. At this time, the team identifies those strategies being most successful and develops plans for continued implementation of the effective efforts. At the same time, the team identifies areas of concern or areas in need of refinement. When necessary, adjustments are planned and incorporated into the team's plan of action of the upcoming quarter. Changes are communicated to all stakeholders through the quarterly updates of the campus's improvement plan as well as through grade level PLC meetings, campus staff meetings, parent/community advisory meetings and campus newsletters or parent communication tools.

The current processes for formal reviews will continue with implementation of the 21st Century Community Learning Centers program; however all activities described above that currently occur on a quarterly basis will be conducted monthly. Each learning center site will engage in the planning and goal setting process. Specific goals aligned to each objective will be established. Progress will be reviewed monthly (instead of quarterly) by the site team including center staff, parents, community members and district staff. Adjustments will be made monthly to ensure progress toward attainment of the annual goals. Goals will be posted in the centers, and students, parents and staff members will utilize tracking tools such as graphs and charts to track progress and provide input. A comprehensive summative review will be conducted at the end of the grant year.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Efforts: The community of Victoria recently created the Victoria Alliance which is a group of community members, elected officials, educators and business representatives from throughout the county of Victoria. The education subcommittee of the Victoria Alliance has identified community learning centers located on school campuses as one of their objectives as well. Victoria ISD will work with this community group to identify and obtain options for continued funding and implementation of grant activities after the grant period.

Long-term support and commitment will be built through a process of continuous communication and collaboration. Community partners will be utilized on a regular basis to provide health services, counseling, literacy services, financial literacy classes, etc. The active involvement of a large number of community groups will lead to increased awareness and support. Regular reports of progress will be made to ensure the community understands the value and impact of the community learning centers. In addition, the district will actively seek additional supplemental and local funding options as the grant period ends. The VISD Board of Trustees has expressed their commitment to sustainability of community learning centers over time.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative Assessment of Student Progress in Reading, Math and Science	1.	Improvement in reading fluency (meet grade level standard or +30 wpm)
		2.	Improvement in numerical fluency and math problem solving
		3.	Improvement in science benchmark and CBA scores
2.	Student Participation Counts	1.	Meet goals in student participation
		2.	Student data folders showing increased in participation
		3.	Surveys to collect data regarding activities to encourage participation
3.	Student Attendance Percentages	1.	Decrease in % of students with excessive (more than 10%) absences
		2.	Improvement in academic performance correlated with attendance gains
		3.	
4.	Student Discipline Data	1.	Decrease in discipline referrals for student participants
		2.	Improved academic performance correlated with discipline improvements
		3.	
5.	Family Engagement	1.	Meet family participation goals
		2.	Data notebooks tracking family engagement
		3.	Surveys indicating increased satisfaction

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected, analyzed and utilized for planning on a regular basis. Program staff will collect attendance (both school day and extended day) and program participation data on a regular basis. Students and families will also track their personal attendance and participation data on individual data charts. The project coordinator will collaborate with classroom teachers and instructional coaches to collect student-level academic data obtained during regular classroom instruction. Academic data will include fluency rates, reading comprehension checkpoint scores, math fluency, problem solving ability and science content understanding. The project coordinator will also have access to the Eduphoria data system to track student progress on checkpoints, CBAs and district benchmarks. Utilizing classroom data will allow the program team to determine if academic skills acquired through grant activities is transferring to increased academic performance in the regular classroom setting. In addition to the formal data collected, program staff will be trained in the collection and use of daily formative data. Program staff will become skilled in collecting quality formative data through highly engaging and innovative techniques as opposed to regular traditional assessments. Program staff and the advisory team will meet monthly to review data. During the monthly advisory team reviews, data will be reviewed for overall program effectiveness. If data trends indicate the need to modify the program plan, adjustments will be made to increase focus on areas of weakness. Adjustments may include increased training for staff, attainment of new resources, increased time focused on identified area, enhanced collaboration with community agencies and use of community resources. Monthly progress reports will be shared with campus staff through newsletters or staff meetings and with parents in newsletters. Program data will also be shared with community partners and on the program's website. In addition to overall program data, program staff will look at student-level data. In instances where individual student performance gaps are not closing, the staff will work to develop individualized plans of support and instruction.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds will be used to fund supplemental extended day and extended year programs and establish six community learning centers on at-risk campuses within the school district. Extended day services will be provided at least 12 hrs each week for at least 29 weeks of the school year. Extended year services will be offered 4 days per week for at least 4 hours per day for 6 weeks. Each day will be scheduled to include:

Academic Instruction: Innovative and engaging strategies will be used to supplement classroom instruction in the areas of reading, math and science. Program staff will collaborate with campus staff to plan engaging lessons that support and extend regular classroom learning. Activities will be hands-on with limited pencil and paper tasks. Staff will ensure that lessons are aligned to but are not a repeat of lessons presented during the regular school day. Academic instruction will be led by certified teachers. Strategies to be utilized include Kagan Learning Structures, 7 Steps to Language Rich Interactive Classrooms, Developing Metacognitive Skills and brain-based strategies as outlined in Eric Jensen's *Teaching with Poverty in Mind*. Families will be welcome to participate in instructional activities with their children.

Enrichment Opportunities: Students recruited for the program will complete interest surveys. These surveys will be utilized to plan "Voice and Choice" activities. Possible offerings include art, guitar, piano, drums, basketball, soccer, volleyball, baseball, swimming. Instructors will incorporate social skills instruction and family engagement opportunities into the enrichment activities. These activities are not offered on these campuses during the regular school day.

Character Education and Social/Emotional Development: Direct instruction in character education and social/emotional development will be provided daily. The Why Try Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. It includes hands-on activities, role playing, practice and real world application and is not currently used during the regular school day.

Goal Setting and Data Tracking: Students and families will engage in goal setting and daily data tracking. Individual career maps and education plans will be created.

Family Engagement: Opportunities will be offered at least once each week for the last hour of the program and at least once each week before the school day begins. Resources and books will be available for at-home practice.

Bus transportation will be provided to ensure students travel safely home from the campus (center) each day.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initial information about the community learning centers will be disseminated to families who have students attending the identified campuses with back-to-school registration materials. These materials are mailed to all students living within the school's boundaries in mid-July. Detailed information will be provided during back to school registration the last week of July. This information will include the location of the centers, hours of service and programs to be offered. Parents will also receive program contact information during registration and an invitation to attend an informational session to be held in conjunction with "Meet Your Teacher" events the week before school starts. Information will be shared with the community through additional avenues including the local newspaper, the district's website, campus and district newsletters, the district's social media sites and the edulink calling system. All communication will be in both English and Spanish.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed community learning center activities will ensure that at-risk students attending low-performing schools have increased opportunities for learning. Highly engaging and innovative standards-based instruction will be provided in small group settings in the areas of reading, math and science. Increased learning time during the regular school year as well as during the summer will allow these at-risk students to close the gaps separately them from their higher performing peers. In addition to the rigorous content area instruction that is provided at the centers, participating students will have access to quality programs addressing social and emotional growth including character education programs, positive discipline support programs and drug/gang awareness and prevention. They will also have opportunities to participate in extracurricular activities including fine arts programs, athletic programs and health education. Participation in these extra-curricular activities will encourage students to form strong connections to the school and to positively impact student attendance and graduation rates. Opportunities for family engagement will ensure that families become more involved in their child's education and have resources available so they can assist their child and support their learning.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title I, Special Education and locally funded programs will be coordinated with the 21st Century Community Learning Centers grant funds to ensure alignment of goals and activities as well as the most effective use of resources. Currently, Title I school wide funds and special education funds are used to provide extra highly qualified and well-trained instructional personnel during the school day and to provide research-based instructional materials. Grant funds will allow instruction to extend beyond the regular school day and will allow for more hands-on practice and refinement of skills taught during the regular school day. The grant funds will be coordinated with Title I and SCE funds to ensure the highest quality extended day program. Title I and SCE funds will be used to fund efforts to supplement and strengthen the program established by the 21st CCLC grant. Campus staff will work closely with grant program staff to ensure alignment and coordinate instructional efforts. Campus staff representatives will be included on the advisory team to ensure that services are not duplicated and that all grant expenditures and activities are supplemental, yet aligned, to current initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that activities meet the measures of effectiveness described in authorizing statute, Victoria ISD engaged in intentional planning throughout the grant writing process. First, the team engaged in the process of completing the community needs assessment. Data was carefully analyzed, and data statements describing the current state of affairs were generated. The data statements clearly indicated a true need for additional instruction to close performance gaps. Research identifying Critical Success Factors for schools engaging in school improvement efforts clearly proves the power of extended learning time and outlines the impact that carefully designed and implemented extended learning time has on student performance. A research review of more than 20 research studies that was recently conducted by the U.S. Dept. of Education found that extended learning time programs are most effective when:

- **Certified teachers deliver the academic instruction.**
- **Instruction is delivered through organized lessons and skill demonstrations rather than simply providing assisting during independent work time.**
- **Time is spent on experiential instruction including hands-on activities, project-based learning and field trips.**
- **Programs target specific student subgroups.**

With this research in mind, the extended learning time activities were designed to meet the identified needs of targeted campuses. Activities are directly aligned to the stated objectives of the grant program and all requirements outlined in the Texas ACE Blueprint are followed.

To prepare a plan for collection of data and local program evaluation, program objectives were established for areas of weakness as identified through data analysis and review. Data statements clearly identify the current state of performance and establish baseline data points which will be critical in determining the impact of program objectives and activities. The effectiveness of each activity will be evaluated by collecting pre-determined objective data and comparing that data to determine progress. Data reviews will be conducted on a monthly basis by program staff and the advisory team. Program data compiled during the reviews will be posted at the center site and in parent and community updates. These regular monthly reviews of student performance and program participation data will allow for adjustments to be made in a timely manner. In addition, students and families will engage in regular tracking of program participation and student performance data on a personal level. Each family will create a data notebook to track progress, attendance, and discipline and participation data. The data notebooks will be used for goal setting and career planning activities as well as during family conferences and family engagement events.

The strong focus on data collection, analysis and planning coupled with the alignment of program statute and guidelines and research findings will ensure that best practices are utilized to promote student achievement and increased family engagement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Victoria ISD will partner will agencies from throughout the community to offer a high-quality program designed to meet the unique needs of families at each community learning center site. During student recruitment activities, the family engagement specialist and site coordinator will interview and survey families and students. This activity will be designed to identify specific needs of families at each center. In instances where trends and patterns of need develop, the center will work to establish partnerships with community agencies and business partners who can address the identified needs. In cases of isolated need, the family engagement specialist and site coordinator will refer individual families to agencies who can meet their needs. The district has secured support from multiple community groups in serving the needs of VISD families. We will work to strengthen partnerships with community agencies including: STAR Family Services, Food Bank of the Golden Crescent, Community Action Committee of Victoria, Communities in Schools, Believe Behavioral Services, KidzConnection and multiple local banks.

STAR Family Services will provide confidential family crisis intervention, individual and family counseling, short-term emergency shelter care, and youth and parent skills building classes. STAR will also work with students who are experiencing attendance and delinquency issues.

The Food Bank of the Golden Crescent will continue to provide food backpacks to children at-risk of hunger. The food bank will also service families with Supplemental Nutritional Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), CHIP and children's Medicaid, adult Medicaid, Texas Women's Healthcare, Long Term Care and food distribution.

The Community Action Committee of Victoria is a non-profit agency that offers programs and resources to families. Programs include rent assistance, counseling, health services, utilities, food, home weatherization and improvement, medical assistance and transportation.

Communities in Schools will assist community learning center sites in addressing the needs of students in areas of character building, teamwork, self-esteem and responsibility as well as academic performance.

Believe Behavioral Services will offer assistance to students who are exhibiting severe behavioral issues and to their families. Services include counseling, medical referrals and continued support.

KidzConnection will offer assistance with school supplies, clothing needs and community referrals.

Multiple banks in the community including Wells Fargo have expressed an interest in leading financial literacy classes at the school sites. These classes would be attended by families and students with a special focus on future planning and career readiness.

Additional community agencies have expressed their willingness to partner with Victoria ISD to meet the needs of families. Specific plans for partnerships at each site will be finalized after families have enrolled in the program and their specific and unique needs have been identified.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identified Need	Resources to be Available to Address Needs
<p>Improve academic performance in reading. (Academic Performance/Grade Promotion Rates)</p> <p>(Data Statement: Less than 60% of students on identified campuses achieved satisfactory performance level on 2015 STAAR Reading; less than 10% of students achieved advanced level on 2015 STAAR Reading)</p>	<ul style="list-style-type: none"> • Certified teachers to provide instruction • Professional development on diagnosis of reading deficits coupled with effective strategies to address • Research-based instructional materials • High-interest, low readability novels and books • Leveled and decodable readers • Mobile library and practice materials for family checkout • Family literacy services
<p>Improve academic performance in math and science. (Academic Performance/Grade Promotion Rates)</p> <p>(Data Statement: Approximately 52% of students scored satisfactory level on 2015 STAAR Science and Math assessments with less than 2% scoring at advanced level on science assessment.)</p>	<ul style="list-style-type: none"> • Certified teachers to provide instruction • Professional development for teachers • Hands-on manipulatives and engaging lessons • Research-based instructional materials • Technology tools to access & use online resources • Financial literacy curriculum for family sessions • Experiential resources • Resources for family checkout and practice • Family engagement activities
<p>Provide social and emotional support and education to improve behavior and performance of students with repeated discipline issues. (Positive Behavior)</p> <p>(Data Statement: Approximately 60% of discipline referrals are generated by approximately 8% of students.)</p>	<ul style="list-style-type: none"> • Why Try? Curriculum • Professional development for instructors, site coordinator and family engagement specialist • Site coordinator and family engagement specialist trained in social work and counseling techniques • Resources for parent checkout • Sessions led by community agencies
<p>Reduce number of students with excessive absences. (School Day Attendance)</p> <p>(Data Statement: Approximately 7% of students from the targeted campuses have missed more than 10% of the school year and have an individual attendance rate less than 90%. Three campuses have more than 40 students on the excessive absence list.)</p>	<ul style="list-style-type: none"> • Attendance and program participation tracking tools • Family engagement specialist • High interest enrichment activities selected and planned by students through Voice & Choice activity • Family support sessions
<p>Increase post-secondary readiness as measured by STAAR assessment. (Graduation Rates)</p> <p>(Data Statement: Approximately 16% of students met post-secondary readiness standard as measured by 2015 STAAR.)</p>	<ul style="list-style-type: none"> • Career mapping and career exploration activities • Educational planning including course selection and scheduling plans • College planning materials and resources to be checked out

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff will collaborate with campus staff to plan academic lessons that complement, extend or reinforce concept being taught during the regular school day and address academic areas of concern as identified through ongoing data analysis. A special emphasis will be place on integrating skills from across contents to create project-based learning experiences and make connections to real world events and skills. In a recent policy brief, the National Education Association reviewed research findings related to Extended Learning Opportunities. To summarize their findings, the most effective extended learning opportunities combined three components: academic enrichment, cultural activities and recreational opportunities. While staff and advisory members will take the lead in identifying academic objectives and designing lessons, choice of activities will be incorporated into the lesson cycles. In the non-academic program areas, students will play a larger role in selection of activities. Students will participate in "Voice and Choice" sessions during which they become active participants in activity selection. During these sessions, students will review current data and then be presented with 3-5 choices in each area: enrichment activities, character education or social/emotional activities, career exploration activities and family engagement opportunities. Voice and Choice will be an important component of activity planning. A 2008 meta-analysis of 41 studies conducted by education leaders found a strong link between giving students choices and their intrinsic motivation for doing a task, their overall performance on the task, and their willingness to accept challenging tasks (Patall, Cooper, & Robinson, 2008). The study found that the highest levels of commitment and performance were obtained when students had 3-5 choices to select from and were active participants in the planning process. This technique will be utilized to encourage student commitment

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will be welcomed to participate in our program. Volunteers will be actively recruited through media campaigns and outreach to local community agencies. Special efforts to reach out and secure senior volunteers will include outreach to retired teacher associations, senior citizen lunch programs, Medicare offices and other local retirement organizations. In addition, the family engagement specialist will work with program families to seek volunteers including grandparents and older family members who might be able to give the gift of time. Program staff will ensure that volunteers are trained and have met all requirements regarding background checks and fingerprinting before working with students. When volunteer applications are received, the volunteers will be:

- Interviewed by the site coordinator and program or campus staff
- Cleared through background check and fingerprinting requirements
- Trained in necessary content or curriculum, instructional practices and program expectations
- Supervised during interactions with students and families

Victoria ISD recognizes the power of a strong volunteer program and is committed to building a volunteer force that will aid in sustainability efforts beyond the grant period.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Educating and empowering staff, family and community members to confidently address the needs of at-risk learners and their families will create long lasting capacity and change on the campus and within the community. Continuous communication of grant activities, student achievements and community outcomes will build a stronger understanding and level of support within the community. Effective, efficient, quality-centered and student-focused methods of grant management will ensure that the grant project results in sustained and systemic change on the campuses served by the community learning centers. Since VISD is not a prior recipient of this grant, the district is eligible for up to five years of continued funding. The VISD Board of Trustees is fully committed to working with community members in securing and allotting funds to address identified needs for sustained support beyond the grant period and will follow the plan below:

VISD Plan for Sustainability

Activity	Description	Timeline
Evaluation of Activities	All grant activities will be evaluated on a continuous basis. Effectiveness will be determined based on student achievement.	Monthly Data Reviews
Identification of Needs	Student achievement data will be used to identify needs of students, teachers and families. Funding to address needs will be allocated.	Monthly Data Reviews
Recruitment of Community Support	Program staff and advisory members will collaborate with agencies from throughout the community to ensure high awareness of the grant activities and seek partnership for continued	Ongoing throughout grant period
Annual Evaluation	A formal evaluation of each community learning center will be conducted by an external evaluator.	Annual
Years 3 & 4 Focused Evaluation	Needs extending beyond the grant will be determined. For each need, program and advisory staff will develop an estimate of funds necessary to sustain the initiative beyond the grant period.	End of Years 3 & 4 (May/June 2019 May/June 2020)
Post-grant Budget Development	Program staff will use results of Year 3 & 4 Focused Evaluations to develop a proposed budget for funds necessary to sustain efforts beyond year five. Active pursuit of financial partnerships will begin.	June 2019 Updated June 2020
Identification of Available Funds	Program personnel with support of the Board will coordinate funding sources to determine funds available and identify gaps. Funding to be coordinated includes Title I, SCE funds, School Improvement Grants, VISD Ed Foundation Grants and Community Agency Grants.	July - September 2019 Updated 2020.
Aggressive Pursuit Funds	District personnel will research and pursue all opportunities for securing needed funds to address funding gaps identified in planning process.	September 2019- February 2021
Mid-Year Review	Midway through year five, campus and district personnel will review and adjust the Years 3 & 4 Focused Evaluations, the Post Grant Budget Development Process and the Identification of Available Funds. At this point, funding needs beyond the grant period will be finalized and funds allotted.	January 2021
Year Five Evaluation and Budget Development	Campus and district personnel will conduct an evaluation of the district Community Learning Centers Model and a Comprehensive Needs Assessment to finalize needs beyond the grant period. Funding allocations will be finalized.	May 2021

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff will work closely with the community advisory council to monitor grant implementation and student outcomes. The district will employ a two tier advisory community system. Each center will have a center advisory team consisting of school staff, program staff, parents/guardians and representatives from community agencies working directly with that center. Each center's advisory team will meet monthly to review data specific to their center and make programming recommendations for that specific learning center. This advisory team will also work to create strategies to increase program awareness and recruit participants and additional community partners. The second tier will be the Community Advisory Council. The first community advisory council meeting in July 2016. The first meeting will be an information session designed to recruit members wishing to actively participate on the Community Advisory Council and on center advisory teams. Grant objectives, planned partnerships and services to be offered will be shared with the group and prospective members will complete an interest inventory form. Following the meeting, the Community Advisory Council members will be selected and notified. From that point forward, the Community Advisory Council will meet quarterly to discuss program participation and student performance data from each Community Learning Center site and to make recommendations for future programming. During the meetings program trends will be discussed and data from each learning center site will be reviewed. The advisory team will consist of the Program Director, two Site Coordinators, six parents or guardians and eight representatives from community agencies or businesses such as STAR Family Services, the Food Bank of the Golden Crescent, Believe Behavioral Health Services, the Victoria Alliance, the Victoria Sheriff's Department, Gulf Bend Center, the Victoria Community Action Committee and KidzConnection.

Throughout the duration of the grant period, Victoria ISD will seek continuous feedback and involvement from the community to be served and coordinate with all stakeholders in order to meet local needs. The Community Advisory Council will be a key driving force to ensure that all voices are heard and considered as programming decisions are being made.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project director will be charged with oversight of the various components of the grant while adhering to all grant requirements and providing high-quality services for students and families. It will also be the duty of the project director to coordinate with TEA and its training, technical assistance, and monitoring providers in assessing and implementing program requirements and recommendations as necessary. The project director will be responsible for working with program staff to establish the vision and mission of the district's program and ensuring that it is aligned with the program's objectives and working to ensure that all six sites have the staff and resources to be effective. In addition, the project director will be responsible for scheduling professional development related to the overall goals of the program and to curriculum needs that are shared by multiple learning center sites. Initial training for all staff members will include an orientation detailing the program objectives and guidelines of the grant program as outlined in the Texas ACE Blueprint and grant guidance. Additional trainings for site coordinators will include Positive Behavior support and Nonviolent Crisis Intervention as well as content specific training. Oversight of day to day operations of each community learning center site will fall under the site coordinator's responsibilities. Each site coordinator shall be responsible for monitoring site personnel, creating site schedules, recruiting student participants and ensuring that all activities are provided in safe, fun and educationally enriching environments. The site coordinator and project director will work collaboratively to ensure that each center has consistent and reliable staffing and that all staff members have been appropriately trained. When specific professional development needs arise for one particular site or for a group of staff members, the site coordinator will schedule the needed professional development and oversee implementation of the training.

To ensure open communication, the project director, family engagement specialist and six site coordinators will meet at least twice each month. During this meeting, grant requirements will be reviewed, upcoming program components will be discussed, parent engagement strategies will be developed and community involvement will be assessed and planned.

At each individual site, the site coordinator will be responsible for ensuring open communication with site staff members and campus staff. The site coordinator will conduct weekly meetings with their center staff. These meetings will be designed to discuss scheduling, programming, student and family needs, upcoming events and needed training. Mini-training sessions with implementation support and follow-up will also be incorporated into the weekly site meetings. The mini-trainings will focus on isolated instructional or behavioral strategies to be implemented. All staff will also be responsible for completing trainings required by the school district and will participate in district staff development sessions that are appropriate for their roles in grant implementation.

In regards to budget management, individual budgets for each site will be created prior to the start of each school year. All expenditures requested by the site coordinator must be reviewed and approved by the project director.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name:**
F. W. Gross Elementary School

9 digit campus ID# 235902103 **Distance to Fiscal Agent (Miles)** 2.6 miles

Grade Levels to be served (PK-12) PK-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	72
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name:**
Hopkins Elementary School

9 digit campus ID# 235902105 **Distance to Fiscal Agent (Miles)** 1.8 miles

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	72
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:**

Guadalupe Elementary School

9 digit campus ID#

235902104

Distance to Fiscal Agent (Miles)

6.3 miles

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

30

Number of Adults (parent/ legal guardians only) to be served:

20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:**

O'Connor Elementary School

9 digit campus ID#

235902108

Distance to Fiscal Agent (Miles)

1.4 miles

Grade Levels to be served (PK-12)

PK-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

84

Number of Adults (parent/ legal guardians only) to be served:

55

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:**

Rowland Elementary School

9 digit campus ID#

235902110

Distance to Fiscal Agent (Miles)

3.2 miles

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

84

Number of Adults (parent/ legal guardians only) to be served:

55

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:**

Smith Elementary School

9 digit campus ID#

235902112

Distance to Fiscal Agent (Miles)

2 miles

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

96

Number of Adults (parent/ legal guardians only) to be served:

60

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director the 21st Century Community Learning Centers grant will work closely with Federal Programs Director and VISD Curriculum Director to coordinate grant funds with Title I and SCE funds. Title I and SCE funds will be used to enhance and supplement instruction during the regular school day whereas 21 Century Community Learning Centers grant funds will be used to provide supplemental instruction and social services beyond the regular school day and school year. Regular reviews will be scheduled each month to review grant activities and ensure alignment with school day programs and to prevent duplication of services.

Site Coordinators will coordinate with campus staff to identify students who fall into the following categories on each campus:

- Academically Fragile
- Excessive Absenteeism
- Repeated Discipline Referrals

A matrix will be developed to identify students who fall into multiple categories, and students with two or more indicators will be first priority for admittance into the program. Once the students are identified, the principal and site coordinator will work jointly to contact parents, invite them to the informational session and encourage enrollment in the program. The family session will be held during Back to School events to share information about the program and begin accepting registrations. Once students are enrolled in the program, they will engage in attendance and participation tracking activities. Strategies such as "Voice and Choice" which was explained earlier in the application will be used to motivate students to continue participation in the program. Referrals for students who do not meet the above criteria but who are in need of proactive support due to current issues can be made by campus teachers or counselors.

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TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Centers will maintain a student to adult ratio of 12:1. Programming will be scheduled as follows:

Regular School Year

Fall Term: 12 weeks of programming held between the dates of
September 6 – December 15 for 2.5 hrs per day (3:30 pm – 6:00 pm)

Spring Term: 18 weeks of programming held between the dates of
January 2 – May 26 for 2.5 hrs per day (3:30 pm – 6:00 pm)

Summer

6 weeks of programming held between the dates of June 12 – July 28
4 hrs per day (8:00 am – 12:00 pm)

One project director and family engagement specialist will serve all six sites. Each individual site will be led by a site coordinator. To ensure a student to adult ratio of not more than 12 to 1, sites serving 72 students (FW Gross, Hopkins) will have 6 staff members in addition to the site coordinator. Their staff will include 3 certified teachers serving as academic tutors and 3 care providers who are trained in positive behavior support, first aid and instructional strategies. The care providers will lead the non-academic activities. Site serving 84 students (O'Connor and Rowland) will have 4 certified teachers and 3 care providers, and the site serving 96 students (Smith) will have 5 certified teachers and 3 care providers. The Guadalupe Elementary School site, which is a smaller school outside of city limits, will serve 30 students with 2 certified teachers and 1 care provider.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Centers will follow VISD safety practices which include limited access to campuses with strict guidelines for entry. All visitors will be required to show IDs prior to entering the learning center site and only individuals listed on the student's information card will be allowed access to students. Students will sign in daily when they enter the center area. The person picking up the student each day will show ID and sign dismissal log.

To ensure the safety of participants, emergency scenarios will be reviewed with Site Coordinators, campus administrators and center staff. VISD Community Learning Centers will follow VISD policies and procedures as well as procedures outlined in the Texas ACE Blueprint regarding safety requirements and emergency drills. Each center will develop a written safety policy that includes an emergency readiness plan, emergency contact information and follow-up documentation. Each site will also complete the self-assessment safety audit process annually. All families will complete parental consent forms with emergency contact information. Safety audits will be completed and recommendations implemented.

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County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will be designed to meet the unique needs of each community learning center site. The Site Coordinator will work side by side with instructional coaches from the campus to ensure that activities are aligned with the school day curriculum. This will be accomplished through PLC meetings during which the campus's instructional coach, the site coordinator and classroom teachers work to analyze student performance data and identify targeted TEKS. The PLC team will use the district's scope and sequence and the campus's most recent checkpoint and curriculum based assessment scores to identify the TEKS that need supplemental instructional and enrichment. After the TEKS have been identified the site coordinator will work with program staff to review databases of evidence-based practices and highly engaging lesson activities and to identify activities that match the curriculum needs. Instructional strategies to be utilized include Kagan Learning Structures, 7 Steps to Language Rich Interactive Classrooms, Developing Metacognitive Skills and strategies outlined in Eric Jensen's *Teaching with Poverty in Mind*. Academic interventions and instruction will occur in groups with teacher to student ratios less than 1 to 12.

At the completion of each lesson cycle, students will complete feedback surveys to rate the activity's effectiveness and interest level. This feedback will be used to select future activities that best meet the unique needs and interests of the students and the campus. During the process of selecting an activity, staff will use the ACE Activity Alignment Form found in the Texas ACE Blueprint Appendix. This alignment document requires staff to clearly indicate the activity's alignment to grade levels, student groups and ACE objectives. To guarantee detailed planning, staff will then utilize the ACE Activity Planning Worksheet and the ACE Lesson Plan template located in the Blueprint Appendices as well.

Use of well-planned lessons that target specific TEKS will result in higher achievement for the students served at the community learning centers site. This cycle of intentional instruction coupled with student and family support services will ultimately eliminate performance gaps between the students served and state averages and will result in higher levels of performance throughout the campus.

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Changes on this page have been confirmed with:

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students by maintaining open communication with students' regular day teachers and by working with individual students to set goals and track progress toward the attainment of those goals. Staff members will be trained in the use of quality tools to track student progress with an emphasis on student and family generated data notebooks. Each student/family will maintain a notebook designed to track their progress in meeting the program's goals of improving academic performance, improving attendance, changing behaviors and increasing promotion and graduation rates. Students will set monthly goals in their targeted areas and will use classroom and program data to track their progress in meeting these goals. Program staff will review student data notebooks and use the data to identify groups of students with similar needs. These students will be grouped together for small group instruction focused on their specific needs. The small groups will be fluid and will change based on the newest data collected during program activities and during the regular school day. Program staff will work tirelessly to involve all parents in program activities; however, special attention will be given to families of students who at risk of academic failure or who are identified as potential dropouts. The Site Coordinators and the Family Engagement Specialist will conduct home visits, conferences and family support sessions as they work to get the families of the most at-risk students involved. Additionally, the Site Coordinator and Family Engagement Specialist will work with community agencies to secure supplemental services for the student most at-risk of academic failure and dropping out of school during future years.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist (FES) will work with the project director, site coordinators and campus parent liaisons (PL) to design outreach and program activities and to recruit families to participate at the six centers. Initially, the FES will play a crucial role as we work to recruit parents and students to participate in the program. During the recruitment phase, the FES will work with the project director and site coordinator to plan parent awareness campaigns and informational sessions and will recruit the "hard to reach" parents. After parents and students have joined the program, the FES will focus on working with parent liaisons in recognizing the assets of each family and using those assets to address the family's needs. The FES will survey families to complete needs assessments specific to each site and will work with individual families to identify activities in which they want to participate such as family engagement workshops, adult education classes and/or health/social service supports. The FES will also assist site coordinators and campus principals in the creation of Family Resource Centers at each site. The Resource Center will be a designated spot at the center where parents can go to learn more about the program and to access at-home learning materials, community support information or books that are available to be checked out. In instances where a student is experiencing continued behavioral, attendance or academic difficulties, the FES will work with campus and program staff to ensure parents understand their student's current performance and to match the student and family with available support resources in the community.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the initial stages of program implementation, program director, site coordinators and campus staff will work together to identify students who meet the criteria for program involvement. Then, the family engagement specialist, project director and site coordinators will work together to develop a program awareness campaign and to plan family informational sessions for the families of targeted students. The site coordinator and campus staff will make initial contact with the families. The family engagement specialist will work with the site coordinators and campus parent liaisons to recruit the "hard to reach" families. These are the families who do not attend the initial sessions and do not respond to phone calls or personalized invitations. To reach these families, the family engagement specialist and campus parent liaisons will make home visits to explain the program and its benefits.

The family engagement specialist will also attend the regular meetings (two times monthly) of the project director and site coordinators. During these meetings, the family engagement specialist will have time on the agenda to discuss family engagement strategies to be implemented across all centers and to gather feedback on existing efforts.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on family feedback, Victoria ISD will develop a comprehensive family engagement program at each Community Learning Center site. The program will include opportunities for parents to work side-by-side with their child, to attend family literacy, math or science sessions, to receive information from community agencies and to engage in data tracking with their child. All activities will be designed to ensure that families are active partners with the school in achieving the program objectives of improved academic performance, attendance, behavior and promotion and graduation rates.

Family Resources

Each site will feature a family resource center. This center will include materials for check out. The resource center will be open for family use before school (7:00 a.m. – 8:00 a.m.) each morning and during the daily programming time (3:30 p.m. – 6:00 p.m.). These times are intended to address the needs of working families. The center will include games and books that can be borrowed or traded. The center will also highlight information from different community agencies so that parents have quick and easy access to contact information.

Community Agency Information

Each month, the site will feature a different community agency. The agency will be invited to host a family information session, and families will receive information regarding the services offered by the featured agency. The goal of this effort to share general information regarding the agencies and assistance available in our community. All information shared will be kept in the family resource center to ensure access for families who are unable to attend the scheduled sessions.

Family Sessions

Regular academic family sessions will be hosted twice a month. These sessions will focus on families and students learning together. The sessions will be offered at different times (as determined by parent surveys) during the scheduled programming time to accommodate working families. Families will be invited to participate in lessons with their student. During the lessons, parents and students will read and solve problems together. They will also create learning games and resources that can be used at home to reinforce targeted concepts. A morning session during which the site coordinator reviews the content of the sessions with families will be offered for families who can't attend the regularly scheduled event due to conflicts with work.

Data Tracking

Each time families participate in a center event, they will use their student's data tracking notebook to track their participation. Families will set goals for participation just as students set goals for performance and participation. The data tracking tools will also be used during student led conferences to share information regarding student progress with parents.

Family Academies

Centers will also offer family academies which will focus on building the capacity of families so they can support the students with academic assignments. Family academies will focus on building literacy skills, math computation and problem solving skills and English proficiency. Academies will be scheduled based on input from families obtained through surveys and family interviews.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 10		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input checked="" type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 79		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 ©		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection © and section 1113©(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 235902

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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